

# Pupil premium Strategy Statement 2018-2019



1. Summary information					
<b>School</b>	St Michael at Bowes School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£132,000	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	319 (23%)	<b>Number of pupils eligible for PP</b>	73	<b>Date for next PP Strategy Review</b>	July 2019

## Rationale

At St Michael at Bowes we believe that teaching and learning opportunities meet the needs of all of pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We recognise that not all FSM pupils are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged; this will not however exclude any of those who qualify for the Pupil Premium. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

## Provision

The range of provision the school may consider making for this group could include:

- Providing small group work with an experienced teacher/specialist staff
- 1-1 or support
- Additional teaching and learning
- Enrichment opportunities e.g. after school clubs, educational visits, music/sports tuition
- Acquisition of staff, resources or services to provide the above

## Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governing Body

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision that was made since the last meeting and the impact thereof

The Governors of the school will ensure that there is an annual statement on how the Pupil Premium funding has been used published on the school website. The use of Pupil Premium Funding will be carried out within any statutory requirements published by the Department for Education.

Current Attainment and Progress – <b>KS2 SATs results 2019</b> (Unvalidated)									
	<b>National data</b>	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	% PP making expected progress	% Non PP making expected progress	Scaled Score PP	Scaled Score Non PP
<b>Reading</b>	<b>73%</b>	83%	88%	20%	35%	77%	86%	103.8	105.7
<b>Writing</b>	<b>78%</b>	83%	88%	26%	31%	83%	86%		
<b>Maths</b>	<b>79%</b>	80%	86%	14%	27%	74%	84%	104.5	108.5

Year 6 cohort 2015 attainment	Reading			Writing			Maths			GPS		
	PP	Other	Gap	PP	Other	Gap	PP	Other	Gap	PP	Other	Gap
<b>SMAB</b>	83%	88%	-5%	83%	88%	-5%	74%	86%	-12%			
<b>SMAB (all pupils)</b>	<b>83%</b>			<b>86%</b>			<b>85%</b>			<b>88%</b>		
<b>National (all pupils)</b>	73%		+10%	78%		+8%	79%		+6%	78%		+10%
<b>National (PP)</b>			+10%			+5%			-5%			%
Year 6 cohort 2014 attainment	Reading			Writing			Maths			GPS		
	PP	Other	Gap	PP	Other	Gap	PP	Other	Gap	PP	Other	Gap
<b>SMAB</b>	56%	87%	-31%	68%	86%	-28%	64%	91%	-27%	76%	96%	-20%
<b>SMAB (all pupils)</b>	<b>77%</b>			<b>85%</b>			<b>82%</b>			<b>90%</b>		
<b>National (all pupils)</b>	75%		+2%	78%		+7%	76%		+6%	78%		+12%
<b>National (PP)</b>			-19%			-10%			-12%			-2%

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low levels on entry of PP pupils particularly in communication, literacy and language and Maths
<b>B.</b>	PP pupils do not always make better than expected progress from their starting points
<b>C.</b>	Large majority of PP pupils have English as a second language
<b>D.</b>	The largest gap between school and national data is in Reading (19%)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Parental engagement with the school due to high level of EAL
<b>F.</b>	Some home learning environments lack support for pupils communication and literacy skills
<b>G.</b>	Deprivation in term of cultural capital

<b>3. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>	<b>RAG</b>
<b>A.</b>	Continue to improve and accelerate Reading skills for pupils eligible for PP	Outcomes at the end of KS2 in reading shows a 6% increase on 2018 data or to be at least in line with national. <b>All pupils and PP pupils showed 10% increase on national data.</b>	
<b>B.</b>	Accelerate progress of all PP pupils. Increased confidence and develop pupils' oracy skills (discussion).	PP pupils make the expected 2 step progress each term from their starting point or are at age related by the end of the academic year. <b>Reading 86%, Writing 87% and Maths 87% make expected 6 steps or more.</b>	

C.	Provide additional support for PP SEN pupils (26%). Increased attainment in Reading, Writing and Maths	PP pupils on the SEN register make at least 2 step progress each term or achieve their IEP targets. <b>Reading 82%, Writing 82% and Maths 80% Overall all SEN pupils made 100% progress based on Target Tracker data or met their IEP targets.</b>	
D.	Increasing the number of PP pupils reaching the greater depth standard in reading at the end of KS2	Reading data shows most able PP pupils are in line with most able nationally. <b>80% of pupils are in line with national at GD (4/5)</b>	
E.	Increase parental engagement and partnership with PP pupil through workshops, individual IEPs and Learning Mentor's role	High attendance at parent workshops Evaluations and parent questionnaires show that parents welcome support with their child's learning. <b>Introduced structures conversations and workshops through the Achievement for All programme, these were well received and attended by parents/carers.</b>	

N.B. RAG to be reviewed at the end of the academic year 2018-2019

4. Planned expenditure					
Academic year		2018 - 2019			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve and accelerate reading skills for all pupils	Daily reading/Guided reading sessions for Year 3	Tracking data in the school shows that pupils made better than expected progress in reading. The gap from end of KS1 to end of Year 3 diminished.	Year 3 term leader/Phonics Lead. Timetabled twice daily. Part of the regular monitoring schedule.	Inclusion Manager (AHT)	January 2019 March 2019 July 2019
	Setting for phonics in Year 3				
	Accelerated Reading programme	Outcomes at the end of Year 3 phonics screening showed an improvement after setting		Inclusion Manager (AHT)	
	Reciprocal Reading sessions	Most able PP targeted to extend learning			English Lead
	'Big Read'	National Literacy Trust research 2016 discussed the importance of reading for pleasure and its impact on Literacy attainment and other outcomes			
	Beanstalk charity reading support				
	Boys' reading project	School data shows boys are not making sufficient progress compared to girl's		Baseline data to be compared to termly and end of year data	Sarah – lead teacher
<b>Total budgeted cost</b>					<b>£18,200</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve and accelerate reading and writing skills for all PP pupils	Teachers and Teaching Assistants run intervention programmes to support pupils.	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs.</p> <p>This approach has been shown to be effective and accelerated progress in other schools.</p>	<ul style="list-style-type: none"> <li>• Part of SIP – SLT regularly review this</li> <li>• Groups will be tracked termly and assessment information analysed</li> <li>• Timetabled to ensure that interventions take place</li> <li>• Impact monitored during progress meetings</li> </ul>	<p>DHT/AHTs responsible for Teaching and Learning for each Phase</p> <p>Inclusion Manager overview of whole school</p>	<p>January 2018 March 2018 July 2018</p> <p>£30,000</p>

<p>Accelerate progress of all PP pupils</p>	<p>Accelerating progress teachers, graduates, DHT and assistant Head targeting support and providing interventions where needed in reading, writing and maths</p> <p>Numicon resources and training</p> <p>The Achievement for All programme (two-year school improvement programme commissioned by the DfE in 2009).</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs</p> <p>Data for 2018 in the school showed very positive progress measures where additional support and interventions were implemented</p> <p>The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally in reading.</p> <p>This approach has been shown to be effective in other schools. Resources to enhance the teaching of maths. To give children concrete and tactile experiences to support their ability to relate to different concepts</p> <p>The programme aims to close the gap for their vulnerable and disadvantaged pupils (PP, LAC, SEND, FSM, EAL, EHCP) or ANY pupils who you identify as not making expected progress.</p>	<ul style="list-style-type: none"> <li>Improving outcomes in developing oracy skills is part of SIP and whole school appraisal target. – SLT regularly review this</li> <li>Groups will be tracked termly and assessment information analysed</li> <li>Groups will be tracked termly from KS1 data to present</li> <li>Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support</li> </ul> <p>Accelerate the progress and attainment of PP pupils</p>	<p>Deputy Head/AHTs/HT</p> <p>Lawrence (AHT)</p>	<p>January 2019 March 2019 July 2019</p> <p>£20,000 DHT and AHT</p> <p>£1,000</p> <p>£5,355</p>
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<p>Provide additional support for PP/ SEN pupils</p>	<p>Learning mentor and SEN TA provision to support emotional wellbeing and improve attitudes to learning</p> <p>Supporting parents</p> <p>Additional 1-1 support</p> <p>Lego therapy</p> <p>Purchase personal laptops for key pupils</p>	<p>Pupils with emotional behaviours need additional support to address these needs alongside learning needs. Improve their attitude towards learning and has had a positive impact on their progress</p> <p>Emotional wellbeing is key to supporting pupils learning</p> <p>School data shows that in year groups where PP pupils are also on the SEN register they need to make accelerated progress to bring them in line with all pupils</p> <p>Difficulty with handwriting has had a negative impact on outcomes in writing; use of laptop has had a positive effect.</p>	<ul style="list-style-type: none"> <li>Part of SIP – SLT regularly review this</li> <li>Assistant Head for Inclusion will take a lead on ensuring pupil outcomes are improving and that the provision supports their emotional development</li> <li>The inclusion team will have weekly meeting to ensure the provision is supporting all PP with SEN</li> </ul>	<p>Assistant Head for Inclusion</p>	<p>January 2019 March 2019 July 2019</p> <p>Inclusion Manager (AHT) £36,000</p> <p>Learning Mentor £7,000</p> <p>£1,000</p>
<p>Increasing the number of PP pupils reaching the greater depth in Reading at the end of KS2</p>	<p>SLT to identify pupils with the potential to reach a higher standard in their learning cross the curriculum</p> <p>Inclusion manager (AHT) to meet with parents of potential pupils to share ideas for supporting learning at home</p> <p>Kindle sessions</p>	<p>The school data shows that we need to increase the number of most able PP pupils reaching a higher standard</p> <p>Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools</p> <p>We have focused on reading as this area of learning is the key to accessing all aspects of the curriculum</p> <p>Data for 2018 in the school showed very positive progress measures where additional support and interventions were implemented</p>	<p>Produce a list of targeted pupils/provision map and track progress</p>	<p>Assistant Head for Inclusion</p>	<p>January 2019 March 2019 July 2019</p>
<b>Total budgeted cost</b>					<b>£100,355</b>



<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase parental engagement through workshops and Learning Mentor	<p>Senior Leaders and subject Leads to deliver workshops</p> <p>Support parents with reading books to share at home</p> <p>Volunteer parent readers</p>	<p>Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust)</p> <p>Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regular read with their child and complete home learning.</p>	<p>Attendance information at workshops to be analysed</p> <p>Learning mentor to be briefed on targeting parents to attend</p> <p>Reading workshops to be timetabled and English lead and learning mentor to be released to run the workshops</p>	SLT and subject Leads	<p>January 2019</p> <p>March 2019</p> <p>July 2019</p> <p>Learning mentor £5,000</p>
To develop children's positive attitude towards learning	<p>Hardship fund and cultural capital (school journey, trips, wristbands, music tuition, 02, counselling, nurturing, and 1 to 1 tuition).</p> <p>Breakfast and After School Club</p> <p>School uniform provision for those in need</p>	<p>To promote a positive learning culture within the school where all pupils are able and ready to tackle the learning of each and every day and manage social situations with increasing confidence. To enable pupils to participate in all school activities. Enrichment of experience, development of skills and talents through lack of exposure</p> <p>"Missing breakfast has huge impact on children's ability to concentrate, learn and behave, which affects their results and long-term outcomes."</p>	<p>Money set aside to respond to additional needs. Data will be gathered from PP analysis sheets in the autumn term</p> <p>Free places for those in most need. Increased attendance, support for working families</p> <p>To promote a sense of belonging to the school community through quality uniform provision</p>	Inclusion Manager	<p>£7,000</p> <p>£1,000</p> <p>£445</p>
<b>Total budgeted cost</b>					<b>£13,445</b>